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ABSTRACT

Middle College, a high school program on the LaGuardia Community College campus, was designed to reduce the urban dropout rate, to prepare students more effectively for work or college, and to attract more students to higher education. As a public alternative high school on a college campus, the program creates a continuum between high school and college, featuring flexible pacing, broad curriculum options, service-oriented career education with required internships for all students, and a college environment. The school opened in 1974, with 125 students in the 10th grade. Each year, 125 more students were added after local junior high schools identified them as probable dropouts. This report on Middle College focuses on: (1) background information on the establishment of the program; (2) Middle School's service to the joint missions of the community college and the high school; (3) the Cooperative Education Program; (3) curriculum and the organization of high school and college course options; (4) problems that have been encountered and the way these problems were resolved; and (5) keys to the success of the Middle College program (e.g., the assumption of adulthood and respect for personal decisions of students, emphasis on awareness of personal options and control, and the power of the college environment). Finally, suggestions for the development of similar programs are offered, including early admission of the academically able student, cooperation between college and high school faculties, and institutional restructuring. (HB)

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# A PRACTICAL PARTNERSHIP

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**Headnote:** When the administrations of higher education and secondary education pool their resources to educate high risk students, the results are encouraging. The author, founder and developer of the Middle College concept and model, describes the features that make it successful.

**Title:** A Practical Partnership

**Author:** Janet E. Lieberman, Ph.D.

The good news is: educators with a dedicated mission to establish a high school college collaborative can replicate a "Middle College." The bad news is: the same educator must allow two years preparation time and raise $50,000 for a planning, not operational, budget. Given those two priorities, a workable institution will probably emerge and succeed as educational history is filled with successful models.

**Background:**

For innovators, it is encouraging to remember that collaboration has been a feature of the scene since Eliot's Committee of Ten in 1886. Hutchin's pioneering venture at the University of Chicago in 1936 established the concepts of early admissions and advanced placement: programs which now accommodate more than 40,000 students annually. As a response to the recent critical, national studies, administrators are looking closely at other models of collaboratives. New structures may offer solutions to the familiar list of educational problems: declining enrollment, rising overhead costs, high attrition, underprepared students, and faculty burn out.

**Objectives: Joint Missions**

One model which addresses these issues is the Middle College, a high school program on the college campus. Developed to solve some of these academic problems that the City University faced in its underprepared students, the Middle College is a new substructure emphasizing the "seamless web of education" (Boyer, 1983). We began the planning in 1972, funded by the Carnegie Corporation and the Fund for the Improvement of Postsecondary Education. The intent was to design a school to reduce the urban dropout rate, to prepare students more effectively for work or college, and to attract more students to higher education. A major obstacle in working out the collaboration was centralizing the flow of money, as funding for high schools and colleges is traditionally separated and dichtomized. To overcome those administrative problems and to guarantee financial support, the school became a joint responsibility of the Board of Education and the Board of Higher Education of New York City, an unusual cooperative effort. The joint fiscal responsibility was crucial in institutionalizing the reforms as it guarranteed continued support and mutual interaction. Most collaboratives begin on soft money but they must eventually achieve municipal funding or they wither and die. Having solved that and other problems, the shcool opened in 1974 with 125 students in the tenth grade. Each year 125 more students were added. The current enrollment is approximately 450 students, and covers, tenth, eleventh and twelfth grade.

As a public alternative high school on a college campus, the program creates a continum between high school and college. The Middle College structure features flexible pacing, broad curriculum options, service-oriented career education with required internships for all students, and a college environment. The underlying education philosophy is the psychosocial

truism that 15-year olds (the tenth grade students) have more in common with the 20-year olds than with the 12-year olds and shouid be allowed to make their own educational choices. The environment embodies that philosophy.

Students come to Middle College voluntarily and with parental permission after local junior high schools have identified them as probable dropouts. Seventy eight of the student body are on public assistance. All of the students participate in a program of cooperative education, where each one works on three internships in three years, spending a thrid of each academic year at work.

**Fitting in to the College: The Cooperative Education Program**

One of the major principles in establishing the collaborative was to mirror, as for as possible, the population and program of the college for the high school student. We recruited from the same socio-economic level and from the same geographic area. Since the college's major focus is cooperative education for all students, that work program was integral in the planning. At the onset, it was difficult to convince local employers of the seriousness of our students, as the community shares the stereotyped attitude toward teenagers. In spite of this, our students have achieved a reputation of tremendous service to senior citizens, daycare and hospital settings.

The internship program, patterned after the college's cooperative education sequence, develops motivation and a sense of purpose and is a strong factor in keeping adolescents in school. In many cases, the work experience gives students a sense of self-worth. Curricular materials developed in cooperation with the college faculty prepare students for meaningful off-site educational experiences. There is a program of "coop prep." College level internships are also available for selected Middle College students. Advanced standing credit in co-op is provided for Middle

College graduates who attend LaGuardia, and students who successfully complete the internship sequence at Middle College are exempted from one internship if they choose to attend LaGuardia Community College.

Students select internships from three major categories: human services, business technology, and liberal arts and sciences. Internships are generally unpaid, but students recieve credit towards their high school diploma as they do in the college program. These internships are in a variety of governmental agencies and institutions, nonprofit community agencies, hospitals, schools, and occasionally businesses.

**Curriculum and Organization**

Students with deficiencies in basic skills participate in part-time internships, receiving remedial instruction in the early morning before going to their internhsip site. To fit the cooperative education pattern, classes typically taught in sequential fashion have been redesigned along thematically coherent patterns. For example, American Studies, a year-long course that had been taught with a chronological approach, has been refashioned into three distinct, nosequential, cycle-long classes. The new courses, titled Government and the Constitution, Cultural Pluralism, and American Foreign Policy, can be taken in any sequence, smoothing the way for the student who will be interrupting formal academic study with experientail learning.

In order to facilitate individual attention and to cope with significant skills deficits, Middle College classes are smaller than those typically found in urban high schools. Regular classes have maximum enrollment of 27 students, and remedial classes have a limit of 15 students per class. Each Middle College student spends three years (tenth, eleventh, and twelfth grades) in the school, with each year divided into three trimesters or cycles. Students qualify for a high school diploma when they complete the

New York State requirements. Time to achieve that varies with student capabilities.

After the tenth grade, students have the opportunity, with permission, to enroll in college courses. Scheduling is on an individual basis, the Middle College student takes regular college courses with the community college students. These courses are free, part of their high school program, and the credit is also banked for their college requirements. Some Middle College students can amass as much as a year's college credit while still in high school. That opportunity reduces the sequence of time required to obtain the AA degree. Implementing the concept of continuity means individualizing the programming, as some students need more time to gain the credits and others move faster. Students have a broad range of choices which they exercise with guidance from faculty to ensure that the high school younster meets the necessary requirements for both secondary school graduation and college entrance.

The variety of college courses offered to the Middle College student creates a wide choice and makes the curriculum varied and flexible. Counselors at Middle College place the students in courses, based on the high school pupils' level of academic ability and maturity. College faculty also come to the high school and teach "bridge courses".

**Problems and Solutions**

One of the major initial problems was resolution of the funding pattern. The Middle College organizers tried many routes to have the money for high school students come through the municipatity to the university so that the college could administer the budget. The mechanisms were not available, and the resultant comprise turned out surprisingly well. The high school division pays for the staff and usual per pupil expenditures; the college provides the physical facilities.

Another intangible problem results from the societal attitude towards teenagers as a sub-culture. At the outset of the experience, Middle College students were blamed for every problem encountered by the

institution. When the sprinkler system went off accidentally, it was the high schools' fault. Gradually, the principals worked with the security and maintenance staff to educate them and make them allies in our mission. Now the head of security, a former policeman, teaches law and justice to Middle College as an adjunct instructor for high school credit, which prepares the student for higher education. This experience introduces high school students to college-style instruction and requirements and offers an even greater variety of courses to the student.

The cross-over also provides a natural exchange for faculty at both levels. Concentrating on curriculum and students, faculty develop relationships based on providing a sequence of instruction. High school faculty also teach at the college level giving them the understanding of pre-requisite skills and knowledge necessary for success in higher education. The sharing of responsibilities fosters interchange and integrates the usually separated educational levels.

To make a "mesh" of programs, administrators need to recognize that the two educational settings represent distinct cultures.

The contrast in teacher preparation and in faculty attitudes at the secondary and post secondary level dramatically defines the separate cultures. As far as preparation is concerned, high school teachers usually graduate from schools of education where they take courses in methodology, in materials, and in psychology. They have limited concentration in their major discipline. That subject is frequently their major in college, but their programs usually include practice teaching, supervision, with a clear direction toward education. College faculty, on the other hand, either have Masters' Degrees or Ph.D.'s in specific disciplines. They are experts in history, biology or literature, but there is no preparation for college teaching; they have no courses in education and little knowledge of evaluation. Many have a love for their subject but not much experience teaching in the classroom or in any method other than lecture. That difference in training

combined with the power of the site results in widely different classroom behavior at the two levels of the system.

College instructors use the graduate school model: teaching as they have been taught as discipline specialists. They offer the learning on a take it or leave it basis. The burden of learning is on the student. The college population is free to come or go, to learn or to fail. The reality is that the student who fails often leaves, but the professor feels no inadequacy. The high school teacher has a captive population compelled to attend; the students remain, whether they pass or not. The teacher accepts full responsibility for having the student learn; there are few options on either side of the desk. If the student doesn't learn, the teacher experiences failure, and the system often condemns both the student and the teacher to repeat the experience. It is no wonder that a feeling of frustration charges the classroom.

The separate cultures even have different terminology, and with issues of titles come issues of status. The academic community has many curious ways of dividing the worlds of the college professor and that of the high school teacher. The values, environments, and resources are distinct. Pay scales do not match; work hours, schedules, responsibilities, all vary greatly. Unions differ, and with that comes variations in licensing, hiring, tenure and promotions. Credits, requirements, calendars all are incompatible. Achieving congruence between these two settings and subsequent continuity in the educational scheme requires many bureaucratic manuevers and sustained negotiations.

Despite the differences in teacher preparation and in status, both faculties have one thing in common:

neither has any

required preparation in counseling techniques. In fact, as we began to assemble students and teachers, we found that the single most important need

for our population, a combined teacher/counselor, did not exist on any personnel roster. Our experience suggested that urban adolescents relate more effectively to a teacher who can also function as a counselor. Since the students' personal and educational problems are so closely meshed and their lives so fragmented, they need one individual and principle mentor who can work with them holistically.

To meet this need, Middle College developed several institutional innovations. First of all, it created the position of teacher/counselor, ensuring that all faculty members have some experience in counseling. The job descriptions included functioning as a faculty counselor for a limited number of students in a new institutional unit, called the "House." The teacher with their advisees form the house group, an organizational group modelled after the Dalton School system, which meets during the day to discuss personal and school problems, social issues, and community activities. The result has been closer student-faculty relationships and clearer lines of responsibility. We also borrowed the concept of office hours from the college system, and administrators count counseling time as part of the faculty load. Most high school schedules do not provide time for faculty to confer, and many innovative projects have failed because of lack of planning time. Revised scheduling provided the answer.

Teachers find this system professionally and personally satisfying. Middle College has no trouble retaining teachers partially because of the small classes, but mostly because of the job satisfaction and the college connection. Both students and faculty find coop one of the key factors in making the program work. The other factor is the close student faculty relationship.

By creating a new role, Middle College changed the image of the teacher. As a teacher/counselor, the faculty members take initiative in obtaining community or parental support for the student. The administrative structure encourages this. The teachers recognize their roles as academic models; their emphasis shifts to understanding the dynamics of both behavior and learning. It becomes part of their job. Every faculty member evaluates the students' achievement, and a discussion of that evaluation takes place with the house advisor in a joint conference with the student. Together the students and faculty consider curriculum and career choices. All this became possible when administrators redesigned the work week and replace anachronistic custodial duties with positive counseling.

Designing a new position was just one strategy to overcome obstacles. In general, the separate worlds of college and high school faculty have resulted in a different sense of status for each group. College teachers usually remain aloof to high school problems or students. They reflect the structural separation, and they enjoy more public respect. High school teachers, suffering from difficult classroom conditions and a derogated self-image sadly reinforced by the system, often resent college personnel suggesting improvement. Failures at both levels are often blamed on each other. Many educational articulation experiments have failed, because the innovators are insensitive to the distance between these separate worlds. Working to create understanding can be mutually beneficial. Placing the high school in the college campus overcomes the status problem and creates a range of opportunities for both faculties. New challenges offset inadequate preparation and restore a sense of professional pride.

Middle College teachers work as adjuncts in the college, a decided attraction with a comparable increase in status. College faculty also teach at the high school giving them greater appreciation for their colleagues'

problems. Aside from providing fianancial advantages, both faculties gain additional stimulation in their professions. Exposure to college students and to college faculty gives high school teachers a sense of what the college expects and provides a continuity for curriculum planning. From the other side, college faculty have an opportunity to see the level of preparation of the students, and they can gauge their own teaching more realistically. The faculties and the students at both levels share common facilities and have opportunities for informal exhchange. This interchange has generated economies for the student and the institution. Five year curricula, joint programs in career education, peer counseling and college internships have been developed. Students escape the plague of senioritis, and the programs do not repeat the senior year material in the freshman year of college. Much of this has been accomplished by solving bureaucratic incompatibility. Administrators have devised ratios between high school work weeks and the classroom contact hour system allowing for more teacher exchange. The high school now uses the same class schedule, a quarter system, as the college, and shares the gym, the lounges, the labs, the library and the cafeterias. After ten years, the compatibility is virtually complete.

College classrooms and high school classrooms both reflect the expectations of the teachers and the power of the site. The usually large, compulsory high school setting frequently contains many rules and more punishments for infractions. In most urban settings, restriction and frustration has resulted in aggression. In the colleges, however, with the same population, there are fewer incidents of violence.

College students exist in a voluntary setting, they are free to cut some classes and to make choices among an array of options. Middle College founders recognized this major difference in the freedom of the environments as a significant clue in helping the adolescent make a smoother transition from high school to college. The educational setting was framed

to encourage the adolescent to learn to handle freedom, to make his own decisions, and to take responsibility for those decisions. As in college, high school students working with an advisor choose their courses and their career exploration. They are treated as college students, free to leave the building, to go out for lunch, to smoke, to hang out, but they know the realistic consequences if they abuse this freedom.

The assumption of adulthood and respect for personal decisions may be a key to the success of Middle College. From the student's viewpoint, they repeatedly cite freedom as the quality they like best about the shcool. Discipline problems are rare, and students quickly learn the mores of the institution. Treating the adolescents as adults may also address the drop-out problem as it helps the student consider long term planning. It is a significant factor in encouraging them towards higher education in contrast to the terminal atmosphere of most high schools.

When asked, students frequently complain about the "unreality" of the ordinary classroom. At LaGuardia, we have tried to override that isolation with a program of career exploration and education for all students. With that context, students recognize that they have choices and some control over their destinies. Awareness of options and controls are important determinants for minority students. The continuity of the career education becomes a realistic thread which confronts the students' viewpoint of school as unrelated to life.

The power of the site is another clue toward understanding these attitudes. Holding high shcool classes in a college setting reinforces the concept of freedom. It provides an atmosphere where secondary students subtly modify their behavior to be accepted by the college population. The college environment not only penetrates the insularity of the teenage culture but also encourages the adolescents to take advantage of the prerogatives of

adult status. They comingle with college students, and they respond maturely. The peer model of the college student enables them to perceive themselves two years later; they recognize that they too can succeed. The feedback in motivation is obvious. Middle College students sport a college ID; they use the bookstore; they work out in the gym. That participation in college life has a positive impact on the adolescents' image. Their value system changes, and education becomes more appealing. In addition, the Student Services Division of the college has trained college students to do peer counseling of high shcool students in groups. High school students learn peer counseling techniques and work with their own age group. The experience is a very successful one; it promotes understanding and tolerance and leads to self governance. The population represents a range of ethnic minorities, but in ten years of existence, the Middle College has not had any of the racial conflict so characteristic of urban schools.

**Middle College Student Profile**

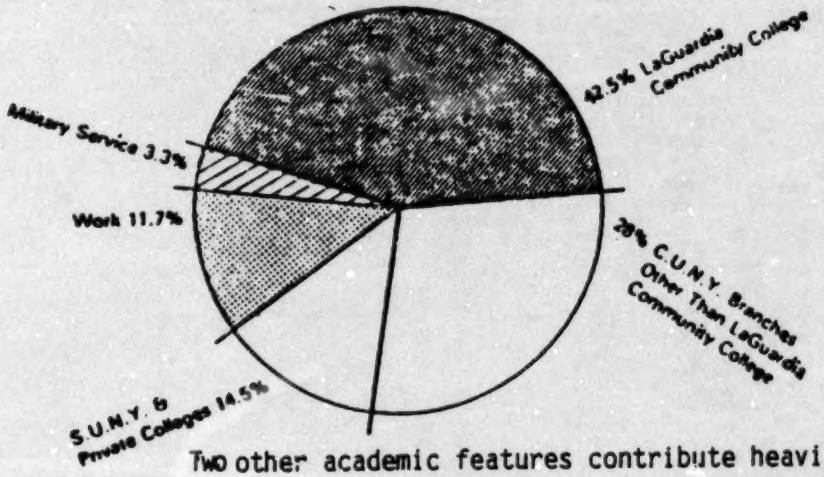
| Factor | Grouping | # | % |
|---|---|---|---|
| Ethnicity | White ethnic | 211 | 47 |
| | Hispanic | 121 | 27 |
| | Black | 117 | 26 |
| Sex | Female | 247 | 55 |
| | Male | 203 | 45 |
| Reading | Below Grade | 275 | 61 |

Part of the success derives from the affiliation with the college and its administration. Identification with a successful institution, and the opportunity for expanded facilities give the Middle College students and its faculty pride and status. Evidence of that intangible benefit is the long waiting list we have of students wanting to come to Middle College and the stability of the instructional staff.

**What has worked:**

Essentially, most of the original plans have been implemented. Perhaps the key to success has been that Middle College has undertaken to educate a population which does not "cream" the good students or threaten the existing high school structure. Without changing the feeder patterns of the system, the Middle College has an attrition rate of 14.5% compared to the City wide published average of 46% (which includes the gifted, etc). The average attendance is 84.5%, also higher than the city average. In spite of the high risk population, more than 90% of the senior class graduates, and more than 85% of those graduates go on to higher education. About 50% of the latter group go to LaGuardia. A student who has taken college courses in the high school years may complete the degree requirements in a shortened period of time, or a student with skills deficiencies takes a longer span.

**Where Graduates Have Gone**


42.5% LaGuardia Community College
Military Service 3.3%
Work 11.7%
28% C.U.N.Y. Branches Other Than LaGuardia Community College
S.U.N.Y. & Private Colleges 14.5%

Two other academic features contribute heavily to the program's success: The cooperative education program and the small total enrollment, (a student population under 500) and a teacher to pupil ratio of about one to twenty. The work experience is formative in preventing attrition; it relates education to life for these students. It also offers a sense of the future, and a measure of self esteem.

Creating Middle College accomplished major changes with minor upheavals. By designing a new structure the college was able to overcome many traditional problems and to respond more effectively to students' developmental needs. We believe the core of our model is replicable. Variations of it already exist in other urban areas. Every attempt at a repeat performance will require tailoring to specific needs, but in general, articulation efforts can offer a positive and productive educational experience for everyone; the students, the administrators and the faculty.

**Suggestions and Recommendations**

In the expanded decade from 1970 to 1983, the numbers of institutions engaged in partnerships grew dramatically, and the focus of these settings shifted from individualized opportunities for gifted students to institutional incentives for increased recruitment.

Previously, ambivalence and conflict had been the hallmark of high school-college relationships, but more recently, the same problems confront both levels of schooling. A look at these conditions explains some of the trend:

Increased access to the community colleges and to the public, four year colleges is a significant factor in the change. Higher education is moving toward the profile of secondary public schooling and that shift brings a broad diversity of populations and a new accountability. Greater individual differences in students and the lack of a common educational base weakens the hard and fast high school-college separation, which existed in the past. Students and courses now overlap or merge. The learning represented by the high school diploma is unpredictable, and the only factor shared by all high school graduates is time served. The colleges would keenly like to reduce the need for remediation, preferring to see the problems of underprepared students met at the high school.

Whether we look at the duplication for the gifted or the gaps for the underprivileged, we recognize that the arbitrary division of high school and college is not consistent with human development. There is no separation in the mental and intellectual growth of an adolescent between age 17 and age 18, yet our school system assumes a wide difference in academic responsibility and motivation for learning. An average high school student has little or no choice about his educational programming; a college student, four months later, has the whole catalogue of courses as options. The inconsistency of the gap becomes more evident when we admit that the system has not even clarified the differences in academic expectations between high school and college work, or identified the student competencies necessary for success.

New participants are also entering the scene: namely legislators, state representatives, determining course requirements and competencies. While we all recognize the "pro bono" nature of this activity, we are also equally sensitive to the potential risks of legislators, not educators, mandating the number of words required in written composition. Both levels of schooling suffer the same attacks on their effectiveness, mutal self interest can prompt cooperation, and promote political strength.

The current trends show that in establishing new structures, educators largely selected three major approaches to solve some of the educational problems.

The first strategy is the oldest and most popular, early admission of the academically able student. Acceleration programs, varied in design, enroll the highest number of students involved in collaboratives, largely additive programs, which admit students as individuals and integrate them without much restructuring. Some have summer or Saturday classes, or split days, or college courses on the college or high school campus, but most

concentrate on able students. In a very few institutions, the focus is the underprepared learner with Saturday, after school, or summer programs of remediation.

The second major pattern stresses cooperation between faculties. These partnerships encourage high school teachers to work with college faculty in either summer training institutes or year round interaction. The ultimate aim of this model is to improve teacher training and stimulate professional growth. The Area Program, the Regional Studies Institute at Dartmouth, the Math and Science Program at North Carolina, and the Yale New Haven Teachers Institute are examples.

The third pattern is institutional restructuring. The aim is to change articulation patterns through new high school-college structures and to unify the sequence of education. LaGuardia's Middle College, Matteo Ricci, Simon's Rock, and the New School for Social Research Freshman Year Program fall into this category:

Looking at all of these new partnerships, the information suggests certain generalizations: 1) Most of the existing programs are oriented toward high achievers. 2) The predominant number are on college campuses, which means colleges are still in control. 3) There are very few variations in the structures, although an increasing number of students are participating. The number of programs has increased rapidly in the last three years, yet the initial models of ten years ago still predominate.

A look at some of the past success and failure is revealing. acceleration programs are easy to initiate and to support. Colleges have a distinct self interest in encouraging able students to come to the campus. These programs sometimes offer credit banking and work as an inexpensive recruitment device. In many cases, they serve both colleges and high schools well without any major structural change or substantial financial investment. In some instances, transferring the credit creates problems. However, as the movement grows, the high schools are beginning to object to the "creaming"

which results from acceleration. There is room for an approach to enrichment which will not denude the secondary schools and will still offer the gifted student expanded horizons.

When these add-on programs direct their efforts toward remediation the results are less effective. An opportunity exists for a year round program for underprepared students which provides intensive instruction for inner city youth on the college campus. A collaborative on the borders of a city, which could attract suburban high school students as well, is an approach to racial integration. Where urban high schools are ghettoized because of geographic and housing segregation, a high school-college setting with a magnet program can draw suburban students. A music and art or performing arts program is most appropriate to achieve that goal.

The second model, the faculty collaborative, has provided rewarding programs. College and high school teachers are talking to each other, although the concept that higher is better still lingers. Familiarity fostered by working within the academic disciplines seems to break down some of the barriers and generate mutual respect. The evaluations of faculty participating in these programs indicate that we are beginning to understand that high school teachers have different repetoires in teaching high school students and may be more successful teachers. Our experience reinforces the perception that high school faculty hunger for information and a chance for intensive work in their disciplines. To give secondary teachers that intellectual lift means creating more structured programs for exchanges and encouraging dialogue between faculties and students about curriculum. To achieve educational coherence, we must encourage teachers to talk across disciplines as well. One interesting topic would be the systematic integration and application of the principles learned in remedial teaching to other classes. Teaching remediation has forced us to look at individualized instruction and to

analyze the relationships between concept development, thinking skills, reading and writing. As a result, we have developed instructional strategies in remedial classes, which may be generally useful in mathematics and science teaching. Another interesting topic for discussion across college and high school boundaries would be the constraints of testing on curriculum development. Most states are currently increasing requirements for secondary school graduation and for college admissions, but there is little planning for retaining teachers or for evaluating the effectiveness of teacher training programs. Coordinating agencies need studies of the impact of the increased requirements on the schools and the students if the recommendations are to have any positive outcome.

The third mode, structural innovation, is a high risk model, but it can work. We have learned that neither the time spent in school nor the age of the student is a measure of readiness for college. To accommodate the growing diversity in students' skills and programmatic content, we may have to move toward competency-based instruction. Also, as the common core of learning represented by the high school diploma dissolves, we need a guaranteed way to provide general education. The challenge is still there. In the words of Diane Ravitch, "we are victims of our own success" - solving some problems has generated new ones.

In spite of the growing acceptance of the collaborative model, certain areas still need development. There are few designs greared to the average or underprepared student, yet these represent the bulk of urban population. When we question the Carnegie units and the educational lockstep, we see that restructuring can accommodate the average as well as the accelerated student. The flexible pacing concept also fits the vocational-technical curriculum very well.

The greatest unmet need is still research and evaluation. Experienced practitioners everywhere are asking these questions:

Whom do these institution serve most effectively? What are the criteria for measures in success? Now that we have had over a decade of experience, there is room for follow-up studies, for private or public funding to study the impact of collaboratives and to suggest public policy changes if warranted. Those questions might lead to recommendations for establishing new programs or for improving current programs. By studying both the enduring models and the disappearing ones, we can highlight certain critical steps.

The first suggestion for educators intent on establishing collaboratives is to define goals carefully and to develop programs consistent with these goals. To do this, a year of planning is needed and a minimum of $50,000. Don't let administration pressures push you into rapid starts; allow plenty of time for planning.

The institution sponsoring partnership must have cooperation at the highest level of administration from both the high school and the college sector-superintendent to chancellor. Programs which begin counselor-to-counselor or faculty-to faculty have trouble making it. Similarly, the community, and the educators, need time to understand the new structure and to accept its non-traditional approach. Although cooperation at top is necessary, some projects fail because they have not included all participants in the planning. High school personnel need full partnership in every project design.

Over and over again, we find great value in taking at least six months to a year in sensitizing the community, meeting with principals and parents. The mutual dialogue provides a feeling of participation and replaces the ever present paranoia with a sense of trust. Programs launched without consultation do not get off the ground.

Time is also necessary to bridge the two cultures of high school and college faculty and to institutionalize the new structure. You need ample opportunity to develop strategies that enable faculty to cross the educational levels and to arrange approvals for credit banking.

Both levels of faculty need incentives to teach beyond their assigned students; the plan should include appropriate faculty rewards. From the college viewpoint, working with the high school should count for tenure and promotion or time off, incentives that are real and germane.

One way of bridging the cultures and guaranteeing permanence is to anchor the high school personnel in the college framework. Make the director of the high school part of the college administration by giving the high school administrator a position equal to college chairperson. It assures shared communication and encourages equal status. Other strategies are available, but liaisons appointed by the college usually twist painfully in the wind. Faculty acting in a liaison capacity operate on the fringe of both high school and college, they have no decision making powers in either setting and sonsequently, merely convey messages. Not being firmly rooted in either institution, they are usually bypassed in routine communications, a fact which often impinges on the programs being developed. Because they do not have

the necessary institutional authority, liaisons can only persuade and cajole, often trying desperately to achieve agreement. To succeed, the institutions need to give the collaborative a position of priority, one where there will be a voice in the operational framework.

Adopting the practice of adjunct appointments for hourly pay to the high school organization provides flexibility and extra compensation encouraging curriculum specialists, enrichment and extra counseling.

Planning the curriculum involves working out the relation of competency, mastery and evaluation. Make sure the calendars of both institutions match in classroom periods and yearly schedules. Keep the numbers of students small; less than 500 students is desirable. Stress freedom and responsibility, but demand a high standard of performance.

It is important for real collaboratives to share physical facilities it is essential if students are to learn from each other. The example of peers who have made it, and the incidental mentoring which occurs in the physical environment is invaluable for motivation and support.

To work effectively, the innovative collaborative demands a cheerful physical setting. The buildings housing the programs should not be the one no one else wants, or those long decayed by disuse. Try not to ghettoize the program; in fact, insist on a shared environment. That is not an easy condition to fulfill, as city and state budgets still differentiate funding by level of education.

Finally, viewing the high school -college sequence as an eight year span provides more options for teaching the desired skills and content. Given eight years time and granting the overlap between senior year in high school and the freshman year in college, we can design new sequences with more effectiveness in every subject area.

Totally new roles for all agencies can emerge with this coordinated framework. Similar options surface using another combination, namely, 2+2+2 using last two years of high school, the community college years and the senior college sequence. The Ford Foundation is currently encouraging articulation and transfer proposals between community and senior colleges in a nationwide program of opportunities for urban, minority students.

Efforts like the Ford Foundation's reflect the readiness for change in the educational world. There's room for everyone to get in the act: teacher organizations, state agencies and local schools, and even individual practitioners. The future will undoubtedly see new types of educational collaboratives, which span the high school and the college years, perhaps even the professional training. The sequence is likely to vary from public to private setting and for pupils of different levels of ability, but it will involve closer cooperation and more definitions. Today's problems will generate tomorrow's solutions, but the trend will be towards flexibility and sharing institutional resources in an effort to accomodate diversity and to broaden the pool in high education. It augurs well.



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